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ABSTRACT

This report responds to a need for more detailed information about leadership development resources. It presents discussions of where resources may be used in vocational education leadership development and how high quality resources may be selected. Initially, the context for leadership development resources is presented. Next, a framework for resource use in leadership development is provided that includes four phases: foundation phase, bridging phase, practicum phase, and practice phase. Brief descriptions are provided of more common resources, such as textbooks, handbooks, lectures and discussions, self-assessments, simulations, case studies, games, shadowing, interning, externing, mentoring, and induction. The selection of leadership development resources is detailed, and a resource assessment form is presented and discussed. Appendixes include a list of 31 references; an annotated bibliography of 9 selected resources; a sample listing of 15 selected leadership development providers; profiles of 20 selected leadership resources that indicate title, source, publication date, cost, description, materials, and techniques; and the assessment form. (YLB)

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VOCATIONAL EDUCATION LEADERSHIP DEVELOPMENT RESOURCES: SELECTION AND APPLICATION

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VOCATIONAL EDUCATION LEADERSHIP DEVELOPMENT RESOURCES: SELECTION AND APPLICATION

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OVERVIEW

Concern has been and continues to be expressed about the preparation of educational leaders. Murphy and Hallinger (1987) noted that shortcomings associated with current leadership development programs have "taken on a particular urgency during the 1980s as the nationwide effort to reform schools has gained momentum" (p. xii). They went on to state that adding new elements to current teacher and administrator preparation programs will not address the inadequacies that currently exist. Some groups have advocated radical reform in educational leadership development. For example, a National Commission on Excellence in Education report titled *Leaders for America's Schools* (Griffiths, Stout, & Forsyth, 1988) has called for a redefinition of educational leadership. The report advocated administrator preparation programs patterned after those found in other professional schools. It was recommended that professional development be embedded into the careers of both practicing administrators and professors who prepare these administrators.

Shibles (1988), reporting for the American Association of Colleges for Teacher Education Subcommittee on the Preparation of School Administrators, indicated that school administrators will become rapidly outdated "if their preparation programs in schools, colleges, and departments of education do not respond to calls for change in preparing them for professional leadership functions" (p. 1). He presented a series of recommendations for reconceptualizing administrator preparation programs. The recommendations, which relate to organizational reform, center on program content, program structure, recruitment and selection, instructional approaches, student research, professional development programs, and university faculty (Shibles, 1988).

An additional report, released by the National Policy Board for Educational Administration (1989), also provided a comprehensive agenda for reform. It was noted in the report that although efforts are currently underway to improve the teaching profession and raise student achievement standards, little is being done to improve the preparation of school administrators (p. 9). The National Policy Board report also provides a set of recommendations that focus on changes in recruitment, entrance standards, quality of preparation program faculty, programs, and assessment.

The above reports represent reactions to contemporary leadership preparation efforts across the field of education. Although people are engaged in development activities, questions may be raised about the relevance and quality of leader preparation (Murphy & Hallinger, 1987).

The need to reexamine and reform educational leader preparation is, likewise, an agenda item for those persons responsible for developing vocational education leaders. Vocational education continues to evolve at a rapid pace. Several reflections of this evolution include the changing nation of the workforce (Bailey, 1990), movement toward a global economy (Johnston & Packer, 1987), and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 which focuses on new approaches to vocational education delivery such as Tech Prep and integrating vocational and academic education. Future demands and constraints will no doubt require vocational education professionals to do more with less and to do it better and more efficiently. The future will also reflect significant changes in types of curriculum, delivery of services, and clientele served.

As leadership programs are established or modified to meet the challenges posed by changes in education, serious thought must be given to the ways these programs should be organized, what their content should be, and how this content should be delivered to aspiring leaders. As the answers to these organizational, context, and delivery questions are sought, consideration must be given to the selection and use of leadership development resources. These resources, which are defined as tangible materials used to facilitate the development of leader attributes (Finch, Gregson, & Faulkner, 1991; Moss & Liang, 1990), can often spell the difference between a substandard and a successful program. For example, resources such as case studies have much more potential to develop problem solving and decision-making skills than would classroom lectures and discussions. This report has been prepared in response to a need for more detailed information about leadership development resources. Presented are discussions of (1) where resources may be utilized in vocational education leadership development and (2) how high quality resources may be selected. Initially, the context for leadership development resources is presented. Next, a framework for resource use in leadership development is provided that includes the following four phases: (1) a foundation phase, (2) a bridging phase, (3) a practicum phase, and (4) a practice phase. The selection of leadership development resources is detailed and a resource assessment form is presented and discussed. Profiles

of selected resources as well as listings of selected leadership development providers, services, and resources are included in the report appendices.

TOWARD COMPREHENSIVE LEADERSHIP DEVELOPMENT

Too often, the assumption is made that developers of leaders are doing the best that they can. In terms of leadership development, this may be reflected in the notion that a program operating yesterday and today will meet tomorrow's needs. Realistically, however, leadership development programs must evolve or they will stagnate. A static program is one that may meet only part of our future leaders' needs. The paragraphs which follow provide brief profiles of contemporary leadership development arrangements which, in turn, serve as a context for leadership development resource selection and use. Additionally, several program concerns are discussed which lend support to the need for these resources.

Contemporary Leadership Development Arrangements

A great number of leadership development arrangements currently exist—so many, in fact, that it is difficult to discuss all of them in detail. Therefore discussion will center on several of the more common leadership development arrangements that are currently in use. Arrangements described include graduate degree programs; leadership academies; institution, organization, and agency programs; certification arrangements; leadership seminars; fellowships; and assessment centers.

Graduate degree programs are most familiar to those who have completed advanced degrees. Those receiving graduate degrees generally enjoyed the experience but may not always have seen the link between graduate courses and experiences and preparation for leadership positions. Herein lies both a strength and a shortcoming of the graduate degree program. The strength inherent in such a program is its focus on foundations upon which leader capabilities may be built. However, since program focus is primarily on knowledge and understanding, there is a tendency to overlook the development of leader attributes that will be needed by program graduates. Institutional concern about degree and course

requirements can thus overshadow preparation for employment that leads to success in leadership positions.

Leadership academies have been established across the United States in response to leadership development needs of practicing professionals. Academies may be housed in universities, state departments of education, associations, and other appropriate locations. They tend to provide targeted short- and long-term programs and workshops for specific audiences. For example, through its National Academy for School Executives (NASE), the American Association of School Administrators has provided hundreds of programs to over thirty-thousand school administrators. NASE offers seminars, institutes, and contract courses for association members. Academies tend to focus their efforts on inservice rather than preservice education needs. As a result, they may emphasize applied leadership development at the expense of more basic leadership theory and concepts.

Institution, organization, and agency programs represent the leadership offerings and arrangements provided within state local education agencies, community and technical colleges, and professional organizations. Of course, these programs overlap with the leadership academy concept. In fact, the leadership academy may sometimes be found as a subset of institution, organization, and agency programs. A primary focus of these programs is how can we assist our employees or members to grow as leaders? The National Association of Secondary School Principals (NASSP) serves as an excellent example of the offerings that can be provided by an association. In addition to conducting research related to leadership, NASSP provides its members with a variety of leadership workshops each year and produces a number of high quality leadership-related publications. NASSP also makes available a leadership assessment package for use by secondary school principals.

Certification arrangements are used by most states to regulate which persons enter and move into different positions within the education profession. Each state maintains certification standards for teachers, administrators, supervisors, and other education professionals. These standards, in turn, may drive the content and focus of programs, courses, and experiences that are planned for aspiring leaders. Certification has historically centered on the accumulation of experience, course credits, and degrees. This has caused preparers of leaders to focus more on bits and pieces of the preparation process (e.g., a set of courses) rather than on holistic outcomes such as how well graduates perform as

leaders. Fortunately, several states have revised their certification standards to include extensive application experiences and assessment of leadership capabilities (a discussion on assessment centers follows). This trend is a healthy one that should bring more relevance to the leader preparation process.

Leadership seminars are provided by many institutions, organizations, and agencies; however, seminars are also conducted by for-profit and nonprofit companies. Seminars offered by these providers can serve a useful purpose, especially when there is a need to develop leadership in a targeted area. A case in point is the Center for Creative Leadership (CCL) in Greensboro, North Carolina. CCL provides leadership conferences, workshops, and presentations to almost fifteen-thousand people each year. Most of the center's offerings are targeted toward people in the corporate sector; however, several seminars are relevant to and developed for educators. Another organization that provides leadership seminars is the American Management Association (AMA). The AMA markets a variety of leadership-related seminars to both AMA members and nonmembers. Seminar titles include such diverse areas as strategic planning, time management, and interpersonal skills. These seminars are mainly intensive, short-term sessions that focus on developing specific skills.

Fellowships have long served as a focal point for preparing leaders. A classic example is the federally-funded Graduate Leadership Development Program that enabled a number of people to complete vocational education graduate degrees. However, fellowship programs need not be linked to graduate study. For example, the Partners in the Americas Fellowship in International Development has as its purpose the further development of promising leaders who will work as Partners volunteers in ways that enhance inter-American cooperation. Fellows, who are practicing professionals, attend five international seminars over a two and one-half year period, implement an international development project, and engage in individual learning activities. Thus, a fellowship need not be time or course bound. Unfortunately, fellowships tend to be bound by fiscal constraints. The availability of funding support for fellows is perhaps the most significant factor in establishing and maintaining meaningful fellowship programs.

Assessment centers have been established in a number of states based on changes in certification requirements and a general feeling that prospective administrators should demonstrate their leadership capabilities. These centers conduct extensive pre-employment

assessments. As contrasted with graduate programs, centers tend to be more evaluative than development-oriented. Persons being assessed may spend several days at a center undergoing batteries of tests and interviews. Most of the tests focus on performance in simulations of real world settings and situations. The assessment center can be a very important aspect of leadership development since what is assessed by the center tends to shape course content and experiences provided in graduate programs.

Program Concerns

With such a range of leadership development offerings available, it would appear that most persons' needs are being met, but this is far from true. In fact, various development offerings are being provided for a wide variety of clientele by many different groups, and each group seems to have its own particular agenda. The net result is that, as far as individuals are concerned, leadership development opportunities resemble more of a patchwork quilt than a finely woven fabric. Thus, unless the educator systematically plans his or her own professional development activities based on long-term leadership needs, planning on an individual basis may never take place.

An additional concern centers on the cumulative benefit of leadership development offerings. What is the impact of a degree completed here and a seminar or inservice education workshop taken there? In some cases, greater concern is expressed about a university program or an agency workshop than on how a particular set of activities impact positively on individuals' long range leadership development plans (assuming, of course, that these plans actually exist). The message from all this is reasonably clear. If we want to prepare individuals in the long term for leadership positions including the further development of their talents once they are employed, we must create a leadership development program that is truly comprehensive.

A FRAMEWORK FOR RESOURCE SELECTION AND USE

Conceptually, the outcomes associated with comprehensive leadership development programs are no different from other types of programs. It is hoped that the individual will be initially prepared for relevant positions and, once employed, will succeed and continue to grow. Discussion along this line will, therefore, center on (1) the role of teamwork in leadership development, (2) questions that planners should address as they embark on program initiation, and (3) a framework within which resources may be selected and applied to various leadership development settings.

The Role of Teamwork

Before a ball game may proceed, it is important that players on the two teams abide by a reasonable set of rules. Similarly, the different organizations, institutions, and agencies that plan leadership development must recognize their collective roles in relation to individuals' careers. A particular role might, for example, focus on a portion of a career that is linked to a graduate program or a part that reflects recent entry into a leadership position. Theoretically, an entire program can be equal to more than the sum of its parts, but if each group focuses on its own agenda to the exclusion of other groups' needs, the net effect may be a program that is disjointed or even dysfunctional. In order to avoid this potential problem, universities, state departments of education, local education agencies, organizations, and postsecondary institutions should meet, discuss, and agree on their mutual expectations for aspiring and practicing leaders. They can then decide jointly who will be responsible for what and where along persons' career paths. Although this process sounds simple, collaboration of this type is often very complex and difficult to accomplish.

The Role of Planning

Since leadership program planning can consume much time and energy, one way to streamline the process is by looking at the who, what, where, when, and how of planning. Simply stated, planners need to ask

1. Who will take the program and what are both the provider and expectations, perhaps best stated in the form of leader attributes?

2. What content is needed (i.e., content that contributes to meeting the expectations)?

3. Where will the content be provided (i.e., settings that maximize the meeting of expectations)?

4. When will the content be provided (i.e., timing of content delivery to meet expectations)?

5. How will the content be provided (i.e., resources and strategies that optimize the meeting of expectations)?

Questions one and two, which focus on establishing content, need to be answered first. Questions three, four, and five are more easily answered concurrently since they are all linked to content delivery. For example, an expectation that an individual be proficient at networking might result in knowledge-related content being provided early in the program and application-related content being provided during an internship experience later in the program. Collectively, the five questions serve as useful foci for the selection of meaningful program content and delivery of that content.

The Framework

The five planning questions may be answered more efficiently if they align with a framework linking leadership development with its resources. In this regard, consider leadership development arranged in four general phases called (1) the foundation phase, (2) the bridging phase, (3) the practicum phase, and (4) the practice phase. Within and across these four, a variety of resources are used to maximize the opportunities for leadership development to occur. Resources are defined as tangible materials and strategies that facilitate the development of one or more leadership attributes (Finch, Gregson, & Faulkner, 1991; Moss & Liang, 1990). Beyond this simple definition, the distinction between materials and strategies becomes rather hazy. Materials such as written simulations and case studies may be accompanied by descriptions of the best ways to use them (i.e., strategies). Likewise, a strategy such as interning may rely on a "Guide to Interns" booklet (i.e., materials) to assist each intern in the successful completion of an internship.

During the *foundation phase* of leadership development, emphasis is placed on the development of knowledge (recall of leadership concepts and phenomena) and comprehension (broad understanding of leadership). Resources typically associated with this phase are textbooks, handbooks, lectures, and discussions.

As noted in a National Association of Secondary School Principals (1985) report, the *bridging phase* serves to narrow the gap between foundational studies and field experiences. This bridging may take place in the classroom, during a practicum, or some combination thereof. Focus is on practice and application of effective leadership behaviors in safe settings. Anderson (1989) notes three useful bridging resources: (1) simulations, (2) case studies, and (3) games. These may be accompanied by self-assessments that enable individuals to identify their strengths and shortcomings in a manner that will ultimately assist in designing their personal improvement programs.

During the *practicum phase*, leadership is further developed through structured and monitored experiences in actual educational settings. For example, many graduate programs in education require students to take some sort of practicum where they work with or without pay in school districts, community colleges, and state and federal agencies. Resources typically associated with this phase are interning, externing, and shadowing.

Finally, during the *practice phase*, the individual is provided with opportunities to grow while being employed in a leadership role. Use may be made of many of the aforementioned resources as well as the application of mentoring and induction programs for less experienced professionals. For example, the Center for Creative Leadership, Greensboro, North Carolina, operates an Educational Associates Program (EAP) for school superintendents, which focuses on assisting practitioner-leaders in making the nation's schools more effective. Included in the program are access to a professional network, participation in EAP leadership conferences, monthly and quarterly publications, and access to Center leadership programs.

The role of resources may be seen as supportive of and complementary to leadership development. Within a given leadership development arrangement, resources can be used to facilitate growth in ways that complement the specific contexts, objectives, participants, delivery, and assessments. The relationships that exist between resources and the leadership development process is displayed in Figure 1. Resources are selected for

use in each phase of the development process with consideration given to how they contribute to objectives of a particular program, the unique characteristics of participants, and the context(s) within which leadership development will take place. Resources must also relate to and support the content that has been selected and how that content will be delivered and assessed. The dotted lines in Figure 1 reflect the overlapping nature of various phases. Just as leadership development content may flow from one phase to another, resources may be utilized in one or several phases to support that content.

LEADERSHIP DEVELOPMENT RESOURCES

As noted earlier, leadership development resources are defined as tangible materials and strategies that facilitate the development of one or more leadership attributes (Finch, Gregson, & Faulkner, 1991; Moss & Liang, 1990). Additionally, since resources may be combinations of both materials and strategies, it is advantageous to apply a rather liberal interpretation of what constitutes a leadership development resource.

The Range of Available Resources

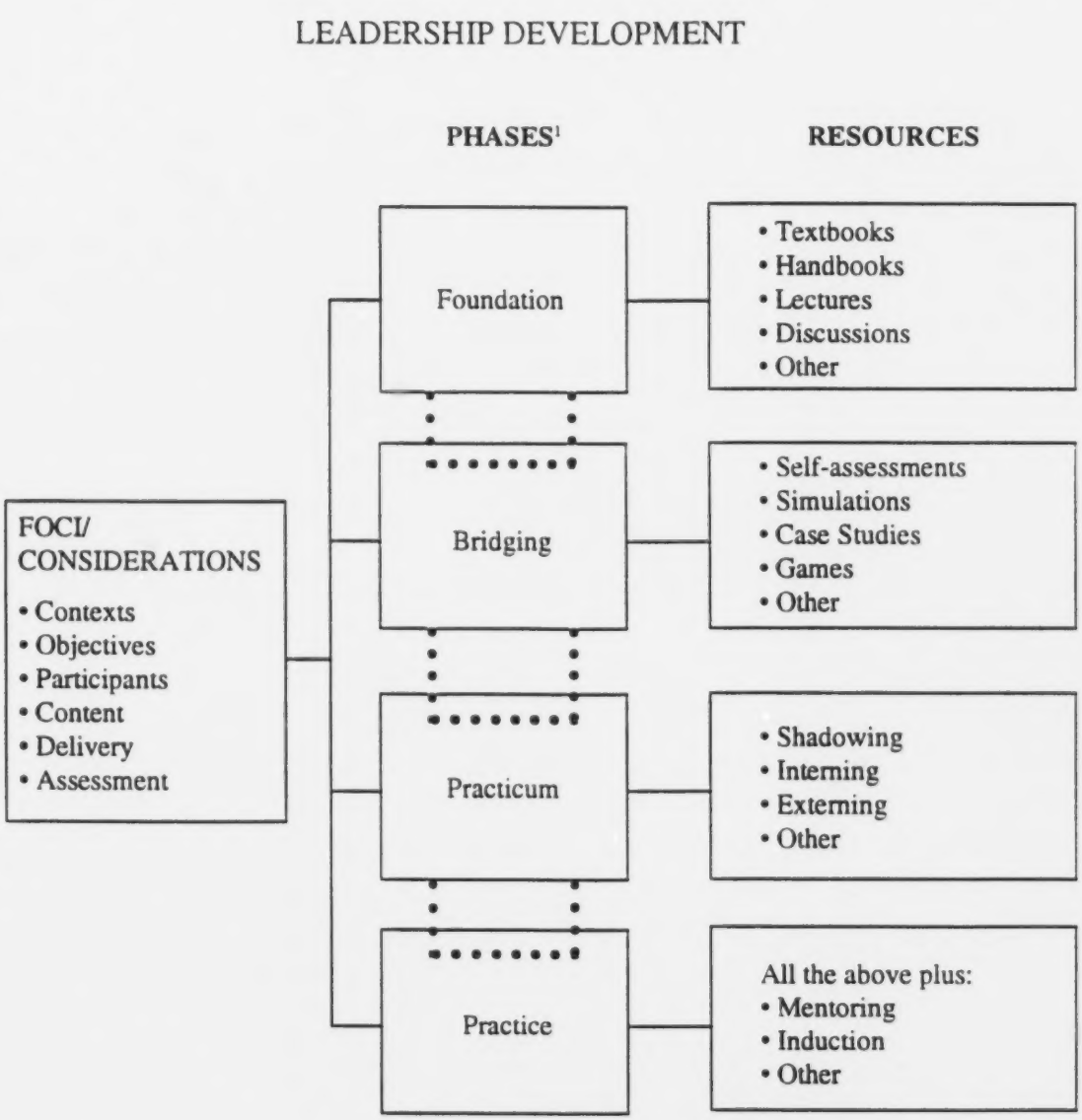
Numerous types of resources are available for use in leadership development programs. With such a range from which to choose, it is reasonable to examine various types with a view of how each fits into the development process. Brief descriptions of each of the more common resources are presented below.

Textbooks

Textbooks are perhaps the most widely used educational publications in the world. They are products of extensive work by authors who have considerable experience in the field. The latest editions of texts provide users with up-to-date information about topics relevant to program and course objectives.

Textbooks are important to leadership development since they can provide a comprehensive overview of educational leadership. As a resource for both instructors and students, textbooks can present sound, usable principles of educational leadership. Texts may include support materials, sample tests, case studies, and simulation exercises that can

Figure 1. Resources as Contributors to the Leadership Development Process



[1] The above phases merely illustrate comprehensive leadership development arrangements. Sometimes these phases are molded together into a comprehensive package or included in a field-based development program. The possible options are almost endless.

be matched with program objectives. Textbooks can be invaluable resources for courses related to leadership where emphasis is placed on teaching the foundations of an educational field.

The ideal textbook may never be located; however, a number of texts are available that can provide students and practitioners with useful information. As with handbooks, many serve as references for practicing educational leaders.

Handbooks

The handbook is a comprehensive but succinct resource for the instructional leader (Keefe & Jenkins, 1984). Handbooks are printed materials that can be used for self-instruction purposes or as class texts. The focus is primarily on development of knowledge and comprehension. As resources, handbooks can also serve as references for educational leaders by providing them with sources of needed information about specific topics.

Handbooks are very useful leadership development resources since they provide flexibility in either early stages of leadership development, where the acquisition of knowledge and comprehension is essential, or as reference resources for practicing educational leaders who may need state-of-the-art information.

Lectures and Discussions

Long considered to be the mainstay strategies for educating professionals, lectures and discussions focus primarily on the transfer of knowledge from instructor to student. The lecture is an indoctrination strategy designed to disseminate information to others. Though the lecture may be applied in numerous situations, it does not have a great motivating effect (Gregson, 1992). In reality, the lecture has been identified as one of the most overused and misused teaching strategies (Shor & Freire, 1987). This strategy has been described as focusing on social transmission since it is often used to pass on values such as neatness, time efficiency, and obedience to authority (Bennett & LeCompte, 1990; Gregson, 1992).

Contrasted with lectures, discussions (often called "group discussions") are most useful for the attainment of effective objectives focusing on values and attitudes and can

also be used effectively when dealing with controversial content (McGuire, 1985). Discussion is based on the assumption that group members are capable of freely exchanging ideas and opinions. In addition, both participants and instructor are required to be open-minded (Gregson, 1992). In fact, both lectures and discussions are important leadership development strategies. However, their use in leadership development programs must be based on a knowledge of their applications and limitations. These strategies can be used effectively to teach knowledge and attitude-related content but tend to fall short in terms of application to work settings. The applications and limitations of lectures and discussions are further detailed in an article by Gregson (1992) that focuses on effective strategies for work attitudes instruction.

Self-Assessments

The primary purpose of self-assessment is to diagnose personal strengths and weaknesses as a basis for developing individual professional growth plans. Self-assessments usually consist of descriptive items presented on self-response forms which can assist the respondent in identifying skills that are critical to leadership. Often self-assessments are used in leadership development programs to assist participants in learning more about themselves. Summaries and reviews of various measures related to leadership are presented in a consumer's guide prepared by Arter (1990).

This type of assessment is not a psychological test. Its objective is for the individual to develop a self-portrait. After individuals have decided on the way they currently see themselves as leaders, they reflect on, and also project an image of how they would like to be. Self-assessments can provide leadership development program participants with the opportunity to select areas of leadership in which they would most like to grow. For example, the *Leader Attribute Inventory* developed by the National Center for Research in Vocational Education (NCRVE) staff (Moss & Johansen, 1991) links a conceptualization of leadership with attributes that persons should display if they plan to serve in leadership roles.

Self-assessment instruments provide a great deal of flexibility for response; however, they are very revealing in their analysis of leadership style. Participants can decide when and how to use this methodology, according to their own convenience and purpose. Research conducted in organizations has revealed that whenever staff participated

in the design of their own assessment, they were likely to be motivated to carry out the assessment and act on their own findings.

As a learning strategy, self-assessment can be a powerful tool when it is placed in the hands of the learner. When leadership attributes are well documented and participants respond truthfully to items on self-assessment instruments, they can compare personal results with established leader attributes.

Simulations

Simulations are exercises that elicit behavioral samples from which participants can accurately develop images of themselves as individuals and as members of a group. They create feelings and wake emotions that are similar to those one will likely encounter in real work settings.

The simulation is important since it exposes the participant to an intense situation or experience that may never have been experienced before. Kaplan, Lombardo, and Mazique (1983) noted that the simulation is realistic if it reproduces the pain, pressure, and fragmentation of managerial work. Simulation has often been used by business and industry, military training, teacher education, and various other professions. The use of simulations has been most encouraging, especially since they allow practice and application in safe settings.

Unlike games, which may be of a short duration, simulations last several hours, days, or even longer. Simulations generate a range of behaviors from which self-assessment can be made to identify individual strengths and shortcomings, and they are both interactive and interpersonal, especially those that depict life within organizational structures. Participants in comprehensive simulations can experience the range of activities associated with organizational life. The use of simulation experiences in leadership development programs affords opportunities for observation of behavior in controlled settings which closely mirror reality.

At the conclusion of a simulation experience, information may be collected from participants through a battery of questionnaires that tap perceptions of process and outcomes. Kaplan et al. (1983) also noted that post-simulation debriefs help to distill the raw experience into assessments of group and individual functioning. This activity has

been shown to be very valuable since it is not uncommon for participating individuals to experience frustration and isolation as they grapple with organizational complexities.

Case Studies

The case study had its pedagogical roots in law and business schools; however, it is increasingly being viewed as a powerful tool in the preparation of educational leaders. This approach is advocated as one way of infusing reality into leadership development programs. The case study method has been shown to be an effective approach when the learner needs to bridge the gap between leadership foundations and application.

This approach provides program participants with opportunities to be active discussants of each case issue presented. Case study topics range from traditional applications of personnel theory to performance management and control. The settings may cover a wide variety of organizations and organizational structures; therefore, as a methodology for the preparation of leaders, it can assist participants in identifying their own strengths and shortcomings. The experience gained through analytical discussions may also contribute to the design of personal improvement activities. Furthermore, by analyzing a variety of cases in safe settings, skills necessary to treat on-the-job situations are developed, and participants learn to think and act like professionals.

Case studies can be rich in descriptions and contextual details of real-life situations. They normally include an overview of the environment or setting, policies and procedures unique to the organization, an event or conflict focus, and structured questions. Case studies can be very useful development tools and are thus recommended for use in class discussions as well as the examination of individuals' decision-making skills in applied settings.

Games

Relevant theory argues that virtually all human motivation can be grouped into three categories—achieving power, influencing people, solving problems—which makes games most appropriate for learning about leadership (Christopher & Smith, 1987). Newstrom and Scannell (1980) note that games include roles and rules, beginnings, endings, and limited consequences. Since virtually everyone has participated in the playing of some form of game, games tend to be comfortable learning grounds for developing useful skills.

Games can contribute to leadership development programs because the process of exploring new phenomena should include thought-provoking discovery. This is especially seen when, during the course of a game, a certain leadership behavior is noted to fail or succeed. Research supports the notion that some people will learn and retain more through experience-based learning styles like games rather than through other forms of learning. Furthermore, most games have the same motivators: the desire to come out on top, the impulse to support one's colleagues, an invited challenge, and problem-solving curiosity to find answers or solutions. Playing games can teach potential leaders how to respond and apply these learned leadership behaviors in "real world" settings.

The experiential component of games is intended to support and foster the emotional component that all learning contains. By illustrating to participants the cause and effect relationship between leader behavior, follower-response, and task accomplishment; game playing, followed by discussions and debriefing sessions, can aid in the development of skills that overcome participants' shortcomings identified during the playing experience. Self-assessments used in conjunction with games can also serve to identify personal strengths and shortcomings that are useful bases for designing improvement strategies.

Shadowing

Shadowing is a strategy used to assist studying human behaviors as they relate to educational leadership. This strategy is concerned with understanding leadership phenomena from the participant's perspective through participation in following and observing others' actions. As an observer of the entire work context, the shadower is in a unique position to understand those elements that influence leadership behaviors in live settings.

Participants in shadowing activities are taught how to shadow individuals in positions of leadership in order to acquire insights into practices, shared beliefs, working relationships, behavior, and the science of the tasks inherent in the organizational climate. Participants learn how to record narrative field notes in order to systematically develop descriptive accounts of what leaders actually do in educational settings. They also learn how to use shadow-field notes to conduct reflective interviews with the persons they are shadowing.

Barnett and Lee (1984) reported that principals involved in shadowing experiences were able to analyze their management behavior through the processes of shadowing and reflective interviewing. They also received support and insight from working with colleagues and learned what other principals were doing in their schools. The authors recommended that a series of five or six shadows and reflective interviews be conducted by participants over an extended time period.

Using data from shadowing experiences and reflective interviews, participants can begin to identify specific themes which emerge, using these to construct preliminary models of leadership. An understanding of leadership phenomena can be acquired through analyzing the many contextual observations made of factors influencing behaviors.

Interning

The purpose of interning is to provide participants in educational leadership development programs with experiences in actual field settings. Many intern experiences utilize a personalized professional development plan which is prepared for each participant to guide and schedule various personal activities. Internships are integral components of development programs in the legal, medical, and business professions, so it is logical that such an activity has potential for use in the preparation of educational personnel.

Although there may be many variations to the internship process, the internship tends to include the following characteristics: (1) interns perform actual work in educational institutions, (2) specific objectives that interns are to achieve are determined in advance of their actual placement in the organizations, and (3) educational institutions where interns are placed are required to provide work experiences that will allow interns to achieve the specified objectives. In all cases, qualified resource persons must be available to assist the interns with their learning activities. Anderson (1989) stated that internships will not produce outstanding leaders unless activities are carefully designed, supervised, and scheduled over a sufficient period of time. In his landmark study, *A Place Called School*, Goodlad (1983) also called for lengthy internship experiences. Thus, the internship should be scheduled for at least a month of full-time participation. Some of the more beneficial internships last up to one or two years.

Externing

The externship shares several basic characteristics with the internship. Both have as their purpose the development of leadership expertise through organized field experience (Milstein, Bobroff, & Restine, 1991), and both focus on planned programs of clinical practice under the direct supervision of successful leaders. What distinguishes the externship from the internship is the clinical practice setting. Whereas the internship is completed in a setting different from the participant's regular place of employment, the externship is completed in the participant's current place of employment. Typically, the extern obtains meaningful leadership experience in a setting that is away from the individual's day-to-day job duties but with the same employer (e.g., community college, school district). For example, a person who currently teaches at a high school might serve as an extern with an administrator of a technical center in the same school district.

Although externships can provide aspiring leaders with many meaningful experiences, their structure appears to limit these experiences. By interning in a different work setting, the intern is exposed to a new work context including different rules, regulations, personnel, physical settings, and programs. The intern consequently learns new and different ways of conducting educational business. Additionally, the intern has an opportunity to develop new contacts and begin to build a colleague network that is so important in today's job market. If not carefully designed, the externship may exclude some of these valuable leadership experiences, and the extern could miss out on opportunities to meet new people and work in new contexts. It is for this reason that the internship is preferred over the externship.

Mentoring

Schein (1978) defines mentor as "teacher, coach, trainer, positive role model, developer of talent, opener of doors, protector, sponsor and successful leader"—or, in other words, one who plays several of these roles. This definition appears to focus more directly on the mentor without giving consideration to the mentoring program. Gehrke (1988) contends that "the definition should capture the giving and receiving, the awakening and the labor of gratitude . . . and the passage to another that immortalize the gift, and extends humankind toward the omega point" (p. 194). From these definitions it may be noted that mentoring is a give and take situation, one in which both participants benefit from their experiences.

The mentor's function in mentoring includes teaching, encouraging (i.e., nurturing and supporting), sponsoring, counseling, befriending, and networking. The latter is very important since it helps the protege or person being mentored to locate and secure resources, contacts, and positions to develop useful linkages.

The mentoring process is a reciprocal arrangement between the mentor and protege. Mentors gain satisfaction, technical and psychological support, recognition, assistance with tasks, and subsequent colleagueship with the protege. The protege's benefits associated with the mentoring relationship include enhancement of career and professional networks, increased competence, and improved self-esteem (Wright & Wright, 1987). Proteges are developed, given special advice, provided with information, exposed to critical experiences, and given social status through association with a mentor (Nieva & Gutlek, 1981).

Citing the literature, Healey (1988) noted the importance of finding the right mentor. Healey stated that because mentoring is a reciprocal arrangement, the protege must have sufficient maturity to participate and contribute to it. On the other hand, the mentor must be mature enough to help without dominating the experience.

Induction

Induction is a strategy used to assist new educational professionals in making a smooth transition from theory to practice. Some induction programs are concerned more with assessment than assistance. In those instances, induction is used to screen new employees with an eye toward retaining the best (Fox & Singletary, 1986). It is felt, however, that induction programs in educational leadership should be supportive since support provides the greatest potential for growth in nonprofit settings.

When individuals are newly employed on the job, they usually experience reality shock, isolation, anxiety, and self-doubt. Induction activities seek to deal with these concerns by focusing on performance improvement and the development of individuals' personal and professional well-being. Induction is a strategy which transmits the culture of the system to the beginning educational leader (Huling-Austin, 1988). Comprehensive induction programs are usually flexible in design in order to accommodate individual strengths, shortcomings, and needs. Induction places emphasis on supervised practice and competence building as well as networking and collaboration among stakeholders. It is,

therefore, a recommended strategy to assist new leaders in becoming inducted into the profession.

Additional Resources

There are a number of other meaningful resources that have not been discussed. Many are used exclusively by companies or agencies. For example, the National Association of Secondary School Principals (NASSP) has developed a comprehensive leadership simulation called LEADER 1-2-3. This resource is used by NASSP staff as part of leadership development seminars which include participant self-assessment and performance feedback from coaches, peers, and videotapes. NASSP has also developed seminars and resources focusing on mentoring and written communication. Three additional seminars are under development: (1) oral communication, (2) motivation, and (3) alliances. These seminars and resources are generic in nature and thus not limited to use with general secondary school administrators.

A Leadership Development Academy prepared for the Virginia Center for Educational Leadership by the Center for Creative Leadership, Greensboro, North Carolina, focuses on a self-analysis of personal strengths and weaknesses leading to development and practice of new leadership styles and behaviors. The Academy features a personal development simulation in which twenty-five participants are responsible for operating a school system of fifteen thousand students in the year 1995. The simulation is highly interactive and includes debriefing sessions that focus on an analysis of actions taken by each participant.

Two leadership development resources that are currently being field tested at universities around the United States will soon be available to universities, state departments of education, and secondary and postsecondary institutions. This field testing culminates a long term National Center for Research in Vocational Education effort conducted in response to the need for more dynamic and applied ways of preparing vocational education leaders.

One resource, *Case Studies in Vocational Education Administration: Leadership in Action*, consists of cases that are drawn from and build upon a recent NCRVE leadership research project (Finch, Gregson, & Faulkner, 1991). Cases are organized into twelve functional groups based on an analysis of events described by secondary and

postsecondary administrators and instructors. The groupings serve to bring together cases that share common themes (e.g., maintaining and improving fiscal posture, handling crises, and implementing self-selected changes and improvements). In the development of these cases, consideration was given to the contexts within which situations or events take place. Cases are suitable for use in courses for aspiring leaders and in professional development seminars and workshops for practicing professionals.

A second resource, *Breakers: An Organizational Simulation for Vocational Education Professionals*, is a development activity that enables participants to assume the roles of administrators (e.g., dean, vice-president, campus administrator) and be responsible for operating Breakers Technical College, an institution that serves over ten thousand full-time and part-time students. The simulation is highly interactive and allows participants to apply various leader attributes in a variety of settings and situations. Simulation content was drawn from personal interviews with vocational education administrators and instructors (Finch, Gregson, & Faulkner, 1991) and additional interviews with technical college, community college, and technical center administrators and instructors.

Case study and simulation resource field testing is currently being conducted at six universities: University of Arkansas, University of Kentucky, Louisiana State University, Ohio State University, Pennsylvania State University, and Southern Illinois University. Field test information from instructors and students serves as a basis for resource revision. The resources will be available to the general public by the end of 1992.

Other similar resources may be available and currently used in various states and regions. Unfortunately, most are inaccessible for use as a part of long-term comprehensive leadership development programs.

Locating Potential Resources

Locating specific leadership development resources can be a very time consuming task. Unfortunately, some of the best resources are not advertised in vocational education-related publications. They can be found in many places, including catalogs available through general educational administration and management-related organizations. Some

resources may be located using the ERIC system or merely by asking persons what they have found and enjoyed using. A bibliography of leadership development resources and services has been prepared to make the identification task easier. While the list is not exhaustive, it is based on reviews of numerous source books, articles, guides, and bibliographies. It is presented as Appendix A in this publication.

Leadership Development Providers

Resources, as well as a variety of services, are available through a host of centers, organizations, institutes, and laboratories. Descriptions of some of these providers have been assembled as Appendix B. When a leadership program is being designed or revised, it may be useful to contact some of these providers and find out what resources and services they may have available.

RESOURCE SELECTION

As the task of examining various leadership development resources began, staff members rapidly became aware that there are virtually thousands of items available for sale and that these resources seemed to vary greatly in terms of quality. Also it was quickly realized that locating and selecting resources for use in leadership development activities can be quite time consuming. After reviewing catalogs, brochures, and flyers describing leadership development materials, and in many cases the materials themselves, it became overwhelmingly clear that leadership development resources come in many shapes and sizes and vary greatly in terms of cost (see Appendix C). The challenge became evident: How can leadership development resources be assessed more uniformly when they have different formats, emphasize different leadership attributes, and employ different instructional techniques? In response to this challenge, the *Leadership Resource Assessment Form* was developed.

Touchstones of Quality

An assessment form was developed based on several approaches commonly used to select curriculum materials (e.g., Finch & Crunkilton, 1989). The goal in developing the form was to establish touchstones that would indicate the quality of a leadership

development resource which is similar to a miner's touchstone and would reveal the purity of either gold or silver regardless of whose hands it was in. The intent of this assessment form is to indicate the quality of a given resource. Several areas have been identified that should be considered when leadership resources are selected. These include

- leadership attributes addressed
- levels of content focus
- research base
- application to vocational education leadership development
- perceived cost-effectiveness
- perceived strengths
- perceived limitations

Each of these areas was ultimately built into the assessment form.

Form Development

Once the prototype form was assembled, it was used to assess several different types of resources. Based on initial trials, the form was refined. The use and revision cycle continued until it was felt that the form could be used with a variety of resources and reflected its basic intent. Individuals at other locations who were experienced in leadership development were then contacted and asked to review the form. Based on their responses, the form was further revised and continued as other resources were received and examined.

Then a group of consultants was brought together on the Virginia Tech campus and charged with the task of using the form to assess selected resources that the project staff had collected. Consultants were chosen not only because of their expertise in leadership but also because of their diverse backgrounds. One person was a recognized scholar in leadership while another had been a successful school principal, superintendent, and, currently, teaches leadership development courses at the university level. A third consultant worked extensively with vocational administrators at the local, state department,

and university levels, and a fourth individual was a practicing vocational administrator in a community college.

The resources selected to be assessed by the group were chosen because they represented a range of those available and had at least some potential for use. Texts, modules, games, simulations, and case studies were all included. There were three reasons for selecting such diverse resources. First, it was important to determine whether a particular resource format was preferred by the consultants. Second, it was important to know whether the form tended to be awkward when used to assess a particular resource format. Third, there was a need to determine the extent to which consultants were consistent in their judgments of resources.

The consultants were also asked to comment about how the assessment form might be further revised. This was accomplished in two ways. First, consultants were asked to write directly on the form any comments concerning problems they encountered when using it to assess a particular resource. Second, at the end of the assessment session, there was a debriefing in which possible form revisions were discussed.

One suggestion was made to change the form's format so that a user could check the degree to which a resource emphasized a given leader attribute rather than just identifying it as being addressed. Another suggestion was to include an instructional technique that had been omitted. Ultimately, consultants' suggestions served to bring the form's utility and quality to a much higher level. The current version of the form, which may be used to assist in selecting of resources, is included as Appendix D.

Form Content

In order to familiarize potential users with the content, information contained in the form is described below. Various parts of the form include organizational structure, potential clientele, instructional settings, instructional techniques, media requirements, phases of content focus, research base, application to vocational education leadership development, perceived cost-effectiveness, and resource strengths and limitations.

Organizational Structure

Organizational structure refers specifically to two items that appear on the form. One item identifies the resource format (i.e., print material, film video, game, simulation, transparencies). The other item recognizes the people requirements for resource use (i.e., small group, large group, skilled discussion leader). The possible selections within both these items are not mutually exclusive. For example, a large number of leadership modules and instructional handbooks (i.e., print material) also include transparency masters. Similarly, many resources that are designed primarily for use in small groups also require the use of a presenter or discussion leader.

Potential Clientele

It became obvious after reviewing numerous leadership development resources that some were designed for persons who presently hold leadership positions; whereas, other resources were oriented more toward those persons who aspire to hold leadership positions. For example, resources such as textbooks, handbooks, and modules tended to emphasize knowledge needed by persons seeking leadership positions. Because experienced administrators may already possess such knowledge, they might benefit from resources that require the application of knowledge in different contexts. Since leadership development resources differ in respect to the clientele for whom they are most appropriate, the form asks for the identification of clientele who could benefit most from the specified resource.

Leader Attributes

There is little value in selecting resources unless they relate to one or more leader attributes. This is of particular importance when resources are being selected for a long-term leadership development program that focuses on the development of numerous attributes. To provide this needed information, the form includes a list of leadership attributes that are drawn from Moss and Liang's (1990) report. To the right of this attribute list, are three columns that are used to identify whether a specific attribute was "Emphasized," "Discussed," or "Discussed briefly or not at all." This format assists users in determining whether or not a specific resource adequately addresses relevant attributes (e.g., communication, coaching, decision-making).

Instructional Settings

A resource's instructional setting dictates how, when, and where a given resource can be used. Resources gathered by the project staff could be utilized in a wide range of settings. For example, materials such as textbooks, handbooks, and modules that reflected self-instruction did not dictate any setting. In contrast, other resources such as multiple sets of modules that dictated application activities in school settings, seemed much more appropriate for workshops or credit courses. Again, the possible selections listed under this item are not mutually exclusive. It is quite feasible that a resource could be used for self-instruction, course credit, and degree program purposes.

Instructional Techniques

It is well documented that people have different learning styles. Thus, it is not surprising that, if given the option, individuals might choose different instructional techniques. Since many leadership development resources are appropriate for self-instruction, personal preference could be the only basis for selection. However, if a resource is being selected for use by an organization, the organization's constraints also become a consideration and often dictate that a resource be deliverable in a given amount of time and on a specified schedule. Although activities such as simulation, shadowing, and internship can be most effective in changing behavior, they may be difficult for an organization to implement. This is especially true when one considers how demanding many vocational education professionals' schedules are.

It is also recognized that an organization may want to incorporate different instructional techniques into a comprehensive learning arrangement. For example, when an institution is interested in developing people to a point where they have knowledge of leadership, it might be best to select resources emphasizing knowledge. In contrast, when an institution is interested in further developing experienced administrators, it would probably be best to select resources that utilize practice.

Media Requirements

Although most institutions presently utilize multi-media to enhance their instruction, this area was included on the assessment form to document what media must be available to use the particular resource. This information may be of greater importance when an

organization selects several resources with the expressed desire that they compliment one another.

Phases of Content Focus

As stated earlier, resources can apply to various phases of leadership development which can be seen as a hierarchy. Thus an organization that is concerned with the development of knowledge would find resources pertaining to the foundation phase more appropriate, while an organization interested in further developing persons who hold leadership positions may find resources applying to the bridging, practicum, or practice phases more appropriate.

Research Base

The degree to which a given resource is research-based is another important factor. Some resources provide general comments about a research base; whereas, other resources include citations about specific empirical studies. In addition, other resources, especially games, simulations, and videos, include comments about supporting research in their guides rather than in the actual resource. Regardless of how the supporting research is documented, resource value should be questioned if a sound research base is not included.

Application to Vocational Education Leadership Development

It is interesting to note that few of the resources reviewed were specifically designed for leadership development in vocational education settings. However, many resources could be utilized for vocational education professionals with very minor adaptations (e.g., revision to settings, context). Several of the resources reviewed require significant revisions before they would be appropriate for the development of vocational education personnel. Thus, the degree to which a given resource could be applied to vocational education is a critical element in the resource selection process.

Perceived Cost-Effectiveness

Because most vocational education professional development programs have fiscal constraints, it has become increasingly important to critically examine proposed expenditures. The cost of purchasing a given resource, and rental if this service is available, is important information to have on hand. Purchase cost and rental information are provided on the assessment form.

In attempting to satisfy an organization's leadership development needs, resource considerations most critical to the organization's situation must also be identified. For example, most programs are required to maximize the benefit of every dollar. Because of competing demands for funding, the cost-effectiveness of a given leadership development activity becomes a primary concern. Even though the cost-effectiveness of a particular resource is somewhat of a subjective assessment, it is a critical factor in selection and, therefore, has been included on the assessment form.

Resource Strengths and Limitations

Most of the areas that have been discussed appear on the assessment instrument in closed question form. However, because it is recognized that closed questions have certain limitations, the form includes three open-ended questions. One question asks the assessor to identify perceived strengths of a given resource while another asks the assessor to identify perceived limitations. To ensure that the form user can communicate any other concerns, space has been allocated for general comments. When decisions are made about resources, it is important to have as much information as possible available.

Using the Form

After a need has been established to select leadership development resources, it is necessary to collect resource information from the many different providers of leadership development resources. Such suppliers include associations, centers, laboratories, and corporations (see Appendices A and B). Though many of these suppliers are oriented toward educational personnel, some are concerned with leadership in business and industry. Certainly the procedures and processes that an educational leader engages in differ from those of a business or industrial leader; however, these two domains do contain similar elements. This is especially true for vocational education leaders since, almost by definition, they are required to have a close working relationship with business and industry. Although including leadership development resources designed for persons in business and industry makes the selection process more difficult, many of these resources are appropriate for individuals involved in vocational education. Consequently, it would be a mistake to automatically exclude them from consideration. Profiles of the range of resources that are available for selection and possible use are presented in Appendix C.

Before any final decisions are made, potential resources must be previewed. Though many leadership development suppliers' catalogs provide excellent overviews of their products, these descriptions are often less than totally objective. Nevertheless, many of the suppliers do allow their materials to be examined on a trial or rental basis. When either of these services are provided, it is relatively easy to secure a resource and then determine the extent to which it would be of value in a particular leadership development setting.

CONCLUSION

This discussion of leadership development resources has focused on thinking big rather than small, that is to consider leadership development in comprehensive rather than narrow and restrictive terms. Also emphasized was a need to build the leadership program around the individual and giving thought to where the person is, where he or she is going, and where he or she may end up. Finally, emphasis was placed on teamwork in the planning and delivery of leadership development. Surely, groups of professionals can work together to ensure the best leaders are prepared for vocational education!

It is clear that many types of potentially useful leadership development resources are available. Most of these resources are not specifically designed for use in vocational education leadership development; however, it appears that many may be easily adapted to vocational education settings and clientele.

Since the actual selection of resources is affected by many factors—including cost, focus, and benefit—it may be useful to select resources in terms of their impact on comprehensive leadership development arrangements. This is particularly true at the university level where graduate students may spend several years preparing for vocational education leadership positions. As vocational educators continue to focus on comprehensive leadership development programs, it is best to keep in mind that many resources *are* available to assist with this task. By applying a modest amount of searching, anyone should be able to locate resources that deliver on a host of leadership attributes.

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APPENDIX A

LEADERSHIP DEVELOPMENT RESOURCES AND SERVICES: A SELECTIVE BIBLIOGRAPHY

Brown, P. (1986). *National leadership programs resource guide.* Burlington: Leadership Task Force of Commission IV, University of Vermont.

This resource guide is divided into three sections. The information was gathered from a resource survey mailed to over four-hundred fifty institutions, including community colleges, colleges, and universities. The first section provides a composite of programs offered at various institutions. The second section provides a contact person for each institution listed. The last section is an annotated listing of pertinent resources.

Douglass, R. S. (1988). Resources for developing leaders. *Vocational Education Journal, 63*(8), 42-44.

This article provides a brief overview of the status of leadership development resources that are available from commercial entities, federal agencies, state agencies, universities, and professional organizations.

Kaye, B. L., & Steele, A. M. (1975). Leadership training. *New Directions for Higher Education, 3*(3), 79-93.

A survey of sixty programs to prepare women for leadership in business and education identifies two distinct types of skills training (lifebuilding skills, and technical managerial skills) and offers ideas to institutions planning leadership programs. Six model programs are described and twenty-four are listed in the bibliography.

King, S. N., & Freeman, F. H. (1992). *Leadership education 1992-1993: A source book.* Greensboro, NC: Center for Creative Leadership.

Available from the Center for Creative Leadership, PO Box 26300, Greensboro, NC 27438-6300. $59.95.

This source book contains listings of leadership studies and development provided by universities, associations, companies, labs, and centers. An extensive bibliography of books, articles, and reference sources pertaining to leadership is included as well as an annotated list of films and videos for possible use in leadership courses. An index of materials that are available from the Center for Creative Leadership is also provided.

Patterson, A. H. (1983). *Management training for school leaders: The academy concept.* Bloomington, IN: Phi Delta Kappa Educational Foundation. (ERIC Document Reproduction Service No. ED 236 785)

Available from Publications, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402.

This document defined academies as training institutes designed to equip school principals and superintendents with the skills needed to perform their responsibilities. Academies are funded, supported, and sometimes staffed by state education agencies. The report describes what it believes to be the five most sophisticated academies and suggests that they be used as models for other academies.

Phillips, N. R., Fetteroll, E., Nadler, L., & Nadler, Z. (Eds.). (1987). *The trainer's resource 1987: A comprehensive guide to packaged training programs* (5th ed.). Amherst, MA: Human Resource Development Press.

This book offers a consolidated, single source that can be used when looking for a packaged program. It provides comparable data about what the packaged programs are, how they relate to needs, what kinds of learning strategies are utilized, and what they cost. Programs are clearly identified under subject categories in the table of contents. The book provides subject, title, and vendor indexes for all packaged training programs.

Spitzberg, I. J., Jr. (1986). *Introduction to campus programs on leadership* (Luce Leadership Series). Washington, DC: Council for Liberal Learning of the Association of American Colleges.

This monograph provides an examination of six campus-based leadership programs exemplifying diversity of approaches found around the country. Highlighted are the opportunities available and problems encountered when starting leadership activities. Three categories of leadership programs are identified: co-curricular leadership development programs, academic courses (drawing mainly on social psychological and management studies), and liberal arts academic courses (using a humanities and social science base).

Stehno, J. (1988). *Learning to lead: An annotated bibliography.* Carbondale, IL: Touch of Nature Environment Center. (ERIC Document Reproduction Service No. ED 294 025)

This annotated bibliography reviews some of the leadership development training programs currently being offered to business, industry, and educational personnel. All programs that have been selected for review are available to the general public; "in-house" programs are not included. The bibliography includes programs offered by universities, nonprofit corporations, and profit oriented corporations. The document is divided into three sections. One section focuses on programs for corporate personnel; another section reviews preparatory and continuing professional education programs for college administrators; a third section is devoted to outdoor experimental programs.

Watson, R. (1990). *Bricker's international directory of university executive programs* (21st ed.). Princeton, NJ: Peterson's.

Available from Peterson's, Department 307, PO Box 2123, Princeton, NJ 08543-2123. $115.00.

Bricker's International Directory identifies approximately three hundred of the best top-level management programs offered at educational institutions. Each management program receives at least one page of descriptive information about location, duration, subject matter, participants, faculty, and special features. The

directory also includes an essay on current trends in executive education and advice on how to choose a program.

APPENDIX B

LEADERSHIP DEVELOPMENT PROVIDERS: A SAMPLE LISTING

Associations

American Association of School Administrators (AASA), 1801 North Moore Street, Arlington, VA 22209. 703/528-0700.

AASA provides numerous products and services. Some of AASA's products are quite specific (e.g., *How to Improve Your Problem-Solving Skills*), while other products are more general (e.g., *The Art and Science of Leadership*). AASA offers an extensive list of books, reports, audiotapes, videotapes, slides, and computer software. The descriptions of these various products suggest that they are based on extensive research.

The services provided by the AASA are primarily offered through its academy, the National Academy for School Executives (NASE). Since its inception in 1968, NASE has conducted hundreds of programs for more than thirty thousand school administrators. NASE offers three basic types of professional development programs for members: (1) seminars, (2) institutes, and (3) contract programs.

In addition to providing seminars and institutes, NASE also designs specific programs for school districts and state departments of education. These contract programs are held at the site of the sponsor and are tailored to suit the sponsors needs.

Finally, NASE has developed a comprehensive Consultant Referral Service (CRS). This consultation service is free and provides the contacting agency with the names, addresses, phone numbers, and evaluation results of consultants who are experts on specified topics.

American Association for Vocational Instructional Materials (AAVIM), 745 Gaines School Road, Athens, GA 30605. (800) 228-4689

AAVIM offers resources for the professional development of vocational education leadership personnel. Some of the primary resources that AAVIM publishes include competency-based administrator education modules (CBAE), instructional guides that

supplement the CBAE modules, and supporting materials (print and audiovisual) to prepare users of the modules.

American Management Association (AMA), 135 West 50th Street, New York, NY 10020. (212) 903-8270.

AMA offers resources for first-line supervisors, middle managers, and chief executives. It has offices in nineteen American cities and four foreign countries. AMA's Center for Management Development conducts over twenty-five thousand courses every year, covering every area of job training and career development, for every level of employee from secretary to president. The keystone of AMA's training programs is its management course which is offered in four one-week sessions. The course focuses on strategic planning, decision making, problem solving, team building, financial analysis, human resource management, and leadership. Though most of the courses are offered at AMA facilities, they can be customized and delivered at a location of the client's choice. AMA also offers numerous videoconferences through its satellite technology. The American Management Association, under its imprint AMA-COM, publishes business management books, periodicals, management briefings, survey reports, handbooks, cassette-workbook programs, self-study courses, and research-based reference materials. AMA offers a Management Information Service for its members that provides sources of information for answers to management problems.

American Society for Training and Development (ASTD), 1630 Duke Street, Box 1443, Alexandria, VA 22313. (703) 683-8129.

ASTD publishes, copublishes, and distributes numerous training and human resource development titles. The titles that ASTD provides reflect its goal of balancing practical information with underlying theory and classic solutions with cutting-edge approaches. The ASTD catalog offers many items that address leadership and specific leadership attributes.

Association for Supervision and Curriculum Development (ASCD), 1250 North Pitt Street, Alexandria, VA 22314-1403. (703) 549-9110.

ASCD is the largest professional leadership organization in education. It has fifty-nine affiliate units in every state and several international locations. ASCD provides its members with two newsletters, a yearbook, and three to five books each year. Members also have access to research and information services. ASCD publishes two scholarly journals, *Educational Leadership* and the *Journal of Curriculum and Supervision*, and a newsletter, *ASCD Update*. ASCD provides more than eighty intensive seminars around the country, intensive experiential training and professional skills enhancement through its National Training Center, and video-based training programs. ASCD's annual conference offers workshops, exhibits, sessions, panels, and lectures.

National Association of Secondary School Principals (NASSP), 1904 Association Drive, Reston, VA 22091-1598, (703) 860-0200.

NASSP provides numerous professional publications, products, and services for those interested in secondary and general education administration. Publications and products include textbooks, assessment instruments, computer software, audio and videotapes, monographs, newsletters, bulletins, and many supplementary items. Services include workshops, fellowships, and partnerships with school districts. NASSP provides a number of well designed leadership development seminars for personnel in the public schools.

Laboratories, Institutes, and Centers

Center for Creative Leadership (CCL), P.O. Box 26300, Greensboro, NC 27438-6300. (919) 288-7210.

CCL's mission is to assist in developing creative leadership and effective management through research, training, and publication. Its goal is to apply academic scholarship and research to practicing and future managers and administrators. The CCL has five areas of study. They are Executive Leadership, Innovation and Creativity, Leadership Development, Leadership Technologies, and Education and Nonprofit Sector. The Center's services include (1) assisting organizations in developing their managers, executives, and administrators; (2) offering researched based tools to develop leaders; (3) providing programs and materials to assist in developing specific leader attributes; and (4) developing, validating, and disseminating simulations, questionnaires, test instruments, and other educational tools.

Center for Postsecondary Governance and Finance (CPGF), Room 4114 CSS Building, University of Maryland, College Park, MD 20742. (301) 454-1568.

This center conducts policy research and disseminates information that is designed to improve governance, management, and finance practices. CPGF is involved with the concerns of postsecondary education at the institutional, interinstitutional, state, and federal levels. This includes promoting learning through teaching, creating knowledge through research and scholarship, and disseminating knowledge and providing assistance through public service activities.

The Institute for Educational Leadership (IEL), 1001 Connecticut Avenue NW, Suite 310, Washington, DC 20036.

Originally created as an Institute of The George Washington University, IEL is now an independent, nonprofit organization. The goal of IEL is to improve the quality of educational policymaking by linking people and ideas to address difficult ideas. IEL works with state, local, and national leaders who have an impact on education policymaking. To provide a better understanding of important educational issues, IEL offers publications in the form of books, a newsletter, reports, and monographs.

Institute for Leadership Studies, Fairleigh Dickinson University, 131 Temple Avenue, Hackensack, NJ 07601. (201) 692-2641.

The Institute for Leadership Studies examines leadership issues and social problems, including the nature of work, personality and power, and institutional politics. Researchers are currently testing new interpretations and dimensions of leadership. The Institute publishes its research in professional journals and books.

National Academy for Leadership Development, Center on Education and Training for Employment, College of Education, Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090. (614) 292-1260.

The National Academy for Leadership Development is a joint venture between the National Council of Local Administrators and the Center on Education and Training for Employment. It is committed to addressing the unique leadership needs of practicing local administrators in vocational, technical, career, and occupational education. To accomplish its goal, the Academy offers seminars, workshops, and summer institutes at reduced costs, provides a quarterly publication on leadership, publishes practical research briefs, provides networking and technical assistance opportunities, and develops audiocassettes for individualized instruction. Membership is by district, agency, or organization.

National Center for Research in Vocational Education (NCRVE), University of California at Berkeley, 1995 University Avenue, Suite 375, Berkeley, CA 94704-1058. (800) 762-4093.

The NCRVE is a resource for research and exemplary practice in vocational education. The University of California at Berkeley operates the Center with the assistance of five subcontractors: the University of Illinois; the University of Minnesota; RAND; Teachers College, Columbia University; and Virginia Polytechnic Institute and State University. Certain services are coordinated at specific sites, for example, Leadership Development at the University of Minnesota, Inservice Education at Virginia Tech, and Technical Assistance for Special Populations at the University of Illinois. The Center disseminates research reports, monographs, scholarly articles, and papers that focus on topics included in the Center's research agenda. NCRVE also provides networks that enable teachers and administrators to be active participants rather than passive consumers of

the Center's work. This is accomplished through satellite teleconferencing and conferences held across the country.

National Training Laboratories Institute (NTL), P.O. Box 9155, Arlington, VA 22209. (703) 548-1500.

After many years of existence as a part of the National Education Association, NTL is now an independent nonprofit organization. Originally located in Bethel, Maine, where its summer conference center is still located, NTL now offers programs from coast to coast. NTL offers three versions of its core programs: one tailored to the needs of a general audience, one for middle managers, and one for senior-level executives. The key methodology in the Core programs is the T group (T for Training), a small group of ten to fourteen people, which provides participants the opportunity to assess their behavior and style in relation to others. The groups are informal and address issues of communication, conflict, leadership, group processes, and self-awareness. NTL's Core Programs include (1) Human Interaction Laboratory, (2) Advanced Human Interaction Conference, (3) Management Work Conference in Interpersonal Competence, and (4) Senior Managers' Conference in Interpersonal Competence. Some of NTL's Skills Programs are (1) Communication: Learning by Doing; (2) Creating and Sustaining High Performing Teams; (3) Developing Your Staff: How to Improve Morale, Motivation, and Productivity; (4) Influencing Effectively; and (5) Leadership Excellence. In addition to these programs, NTL also offers programs concerned with understanding organizations and programs with a personal focus. NTL offers several publications that focus on these subjects.

Office of Educational Research and Improvement (OERI) Sponsored Regional Laboratories

The Office of Educational Research and Improvement (OERI) of the U.S. Department of Education funds ten regional laboratories that carry out applied research, development, and technical assistance for educators, parents, and decisionmakers in the fifty states, the District of Columbia, Puerto Rico, the Virgin Islands, and the Pacific Basin Region. Each laboratory serves a geographic region and is governed by an independent board of directors.

The regional laboratories have a common set of five tasks or functions: (1) working with other regional organizations to apply research and improve schools; (2) assisting state-level policymakers on the implications of educational research and practice for policies and programs; (3) conducting applied research and developing materials, programs, and publications that support the mission of school and classroom improvement; (4) collaborating with other laboratories, research centers, and national associations to extend and enhance related research and development; and (5) developing effective internal management, governance, planning, and self-evaluation, as well as reviewing regional needs and developments. These laboratories are often engaged in preparing leadership development resources.

Regional laboratories include the following:

Appalachia Educational Laboratory (AEL), Inc., 1031 Quarrier Street, P.O. Box 1348, Charleston, WV 25325. (800) 624-9120 (outside WV), (800) 344-6646 (in WV).

Far West Laboratory (FWL) for Educational Research and Development, 730 Harrison Street, San Francisco, CA 94107-1242. (415) 565-3000.

Mid-Continent Regional Educational Laboratory (McREL), 2550 S. Parker Road, Suite 500, Aurora, CO 80014. (303) 337-0990.

North Central Regional Educational Laboratory (NCREL), 1900 Spring Road, Suite 300, Oak Brook, IL 60521. (708) 571-4700.

Northwest Regional Educational Laboratory (NWREL), 101 Southwest Main Street, Suite 500, Portland, OR 97204-3297. (503) 275-9500.

Pacific Region Educational Laboratory (PREL), 1164 Bishop Street, Suite 1409, Honolulu, HI 96813. (808) 532-1900.

Research for Better Schools (RBS), 444 North Third Street, Philadelphia, PA 19123-4107. (215) 574-9300 ext. 279.

Regional Laboratory for Educational Improvement of the Northeast and Islands (RLEINI), 300 Brickstone Square, Suite 900, Andover, MA 01810. (508) 470-0098.

SouthEastern Regional Vision for Education (SERVE), University of North Carolina at Greensboro, P.O. Box 5367, Greensboro, NC 27435. (800) 755-3277.

Southwest Educational Development Laboratory (SEDL), 211 East Seventh Street, Austin, TX 78701. (512) 476-6861.

Center for Research and Development on School Leadership (CRDSL), 3325 Beckman Institute, 405 North Mathews Avenue, Urbana, IL 61801. (217) 244-1122.

This center has three foci: (1) leadership, (2) school culture and climate, and (3) classroom teaching and learning. CRDSL states that the following objectives will guide its activities: (1) to conduct research about school leadership, (2) to design training programs and materials for the improvement of school leadership and school culture, and (3) to influence the practice of school leadership and the training of school leaders through local, state, and national policy formation.

APPENDIX C

PROFILES OF SELECTED LEADERSHIP RESOURCES

TITLE: Competency-Based Administrator Education Modules

SOURCE: American Association for Vocational Instructional Materials
745 Gaines School Road
Athens, GA 30605
(800) 228-4689

PUBLICATION DATE: Varies by module

COST: Purchase: $331.97 (set)
Rental: N/A

DESCRIPTION: Each of these fifty-two instructional modules focuses on one or more administrator competencies.

They are designed for use in preservice and inservice training of secondary and postsecondary vocational leadership personnel.

The material focus is largely on managerial competencies.

MATERIALS:

__x__ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

__x__ Simulation/Role playing	__x__ Lecture
__x__ Group discussion	__x__ Self-assessment
_____ Game	__x__ Case study
__x__ Other (Specify): Modularized	

TITLE: The School Improvement Leader: 4 Perspectives on Change in Schools

SOURCE: Regional Laboratory for Educational Improvement of the Northeast and Islands
300 Brickstone Square, Suite 900
Andover, MD 01810
(508) 470-0098

PUBLICATION DATE: 1989

COST: Purchase: $22.00
Rental: N/A

DESCRIPTION: This resource is a series of four training modules for use by professionals responsible for enhancing the leadership skills of current and future education.

Each module covers a particular aspect of effective leadership.

The modules are designed to complement each other.

Each module takes from six to ten hours to complete.

The modules include transparency masters, single-page handouts, and a trainer's guide.

MATERIALS:

_x_ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

_x_ Simulation/Role playing	_x_ Lecture
_x_ Group discussion	_x_ Self-assessment
_____ Game	_____ Case study
_____ Other (Specify)	

TITLE: Leadership Development Through Planned Instruction in Vocational Education

SOURCE: Research Coordinating Unit
Commission for Vocational Education
Olympia, WA 98504

PUBLICATION DATE: 1982

COST: Purchase: $14.21
Rental: N/A

DESCRIPTION: This resource was developed to assist secondary teachers in implementing leadership development as an integral component in vocational education.

The guide includes four unit plans corresponding to the four major program goals for preparing students for leadership roles.

Each goal is supported by enabling objectives, learning activities, resources, and evaluation techniques.

The guide also provides handouts, activity sheets, information sheets, case studies, and resource lists.

MATERIALS:

__x__ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

_____ Simulation/Role playing	__x__ Lecture
__x__ Group discussion	_____ Self-assessment
_____ Game	__x__ Case study
_____ Other (Specify)	

TITLE: Your Leadership Style: A Management Development Module for Educational Leaders

SOURCE: Research for Better Schools
444 North Third Street
Philadelphia, PA 19123
(215) 574-9300 ext. 279

PUBLICATION DATE: 1983

COST: Purchase: $16.95
Rental: N/A

DESCRIPTION: This resource contains a training program for developing the effectiveness of educational leaders.

The module can be used to help build various relationships pertinent to the development of the school.

Training activities in this resource focus on leadership style and behavior.

It is divided into two sections which include a scoring workbook, five case studies, a set of leadership style role-playing kits, resource materials list, sample training designs, and a short bibliography.

MATERIALS:

__x__ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

__x__ Simulation/Role playing	__x__ Lecture
__x__ Group discussion	__x__ Self-assessment
_____ Game	__x__ Case study
_____ Other (Specify)	

TITLE: Contract Administration: Understanding Limitations on Management Rights

SOURCE: Center for Educational Policy and Management
College of Education
University of Oregon
Eugene, OR 97403

PUBLICATION DATE: 1983

COST:
Purchase: $10.00
Rental: N/A

DESCRIPTION: The purpose of this guide is to train administrators to interpret common contract provisions that affect management's decision-making authority and provide them with a guide that helps analyze their district union contracts and limitations in decision making.

The guide is written to be read aloud. It contains a script, suggestions for conducting the session, a reference list, appendices containing two hypothetical situations, four handouts, and fifteen transparencies.

MATERIALS:

__x__ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

__x__ Simulation/Role playing	__x__ Lecture
__x__ Group discussion	__x__ Self-assessment
_____ Game	_____ Case study
_____ Other (Specify)	

TITLE: Instructional Leadership Handbook

SOURCE: National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091-1598
(703) 860-0200

PUBLICATION DATE: 1984

COST: Purchase: $11.00
Rental: N/A

DESCRIPTION: This handbook serves as a reference for principals to assist them in providing direction, resources, and support to improve teaching.

Instructional leadership is conceived in four domains: (1) formative, (2) planning, (3) implementation, and (4) evaluation.

MATERIALS:

__x__ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

_____ Simulation/Role playing	_____ Lecture
__x__ Group discussion	__x__ Self-assessment
_____ Game	_____ Case study
_____ Other (Specify)	

TITLE: National Leadership Training Center: Leadership Curriculum Guide

SOURCE: National Association of Secondary School Principals
Division of Student Activities
1904 Association Drive
Reston, VA 22091-1598
(703) 860-0200

PUBLICATION DATE: 1985

COST: Purchase: $25.00
Rental: N/A

DESCRIPTION: This curriculum guide presents self/group tests on topics such as self-awareness, leadership, goal setting, communications, group processes, organization, problem-solving, and evaluation.

Each topic has a section of activities, self-tests, or games that help in the understanding of a particular topic.

The guide also contains sections related to exercises and resources.

MATERIALS:

_x_ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

_____ Simulation/Role playing	_x_ Lecture
_x_ Group discussion	_x_ Self-assessment
_x_ Game	_____ Case study
_____ Other (Specify)	

TITLE: School Leadership: Handbook For Excellence (2nd ed.)

SOURCE:
ERIC Clearinghouse of Educational Management
University of Oregon
1787 Agate Street
Eugene, OR 97403
(503) 686-5043

PUBLICATION DATE: 1989

COST:
Purchase: $15.95
Rental: N/A

DESCRIPTION: This handbook can be used as a reference or be read straight through.

It is appropriate for self-instruction or as a text in a class.

The book's focus is primarily on the development of knowledge and comprehension.

No supporting materials are included.

MATERIALS:

_x_ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

_____ Simulation/Role playing	_____ Lecture
_____ Group discussion	_____ Self-assessment
_____ Game	_____ Case study

_____ Other (Specify): Left to the discretion of the user.

TITLE: Leadership Training Through Gaming

SOURCE: Nichols Publishing Company
P.O. Box 96
New York, NY 10024

PUBLICATION DATE: 1987

COST:
Purchase: $33.00
Rental: N/A

DESCRIPTION: This practical handbook has been specially written for persons who use role playing and simulation games in leadership training.

The resource gives details about specific games that can be used to develop numerous leadership qualities.

The text places simulation activities within a theoretical and international framework which explains what sort of learning activities are likely to be generated and why.

MATERIALS:

_x_ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

_x_ Simulation/Role playing	_____ Lecture
_x_ Group discussion	_____ Self-assessment
_x_ Game	_____ Case study
_____ Other (Specify)	

TITLE: Curriculum Leadership

SOURCE: Association for Supervision and Curriculum Development
1250 North Pitt Street
Alexandria, VA 22314-1403
(703) 549-9110

PUBLICATION DATE: 1989

COST: Purchase: $12.95
Rental: N/A

DESCRIPTION: This resource is designed to aid in the preservice and inservice training of curriculum leaders.

The book presents cases based on actual events in a variety of settings.

Each case describes a situation actually experienced by one or more curriculum leaders.

MATERIALS:

_x_ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

_____ Simulation/Role playing	_____ Lecture
_x_ Group discussion	_____ Self-assessment
_____ Game	_x_ Case study
_____ Other (Specify)	

TITLE: The Leader Within

SOURCE: Video Publishing House
930 N. National Parkway, Suite 505
Schaumburg, IL 60173
(708) 517-8744

PUBLICATION DATE: 1989

COST:

Purchase:	$795.00
Rental:	$250.00

DESCRIPTION: This video is designed to be used by human resource professionals, managers, and meeting planners in organizations of all sizes in both the private and public sectors.

The video is approximately one hour in length.

The video tells the story of three leaders and highlights the qualities of leadership they have in common.

This resource can probably be best used by educators as an introduction to a more detailed study of leadership or leadership development activities.

MATERIALS:

_____Printed text	_____Film
_____Discussion notes	__x__Video
_____Game	_____Audio

TECHNIQUES:

_____Simulation/Role playing	_____Lecture
__x__Group discussion	__x__Self-assessment
_____Game	_____Case study
_____Other (Specify)	

TITLE: Leadership Education 1992-1993: A Source Book

SOURCE: Center for Creative Leadership
P.O. Box 26300
Greensboro, NC 27438-6300
(919) 288-7210

PUBLICATION DATE: 1992

COST: Purchase: $59.95
Rental: N/A

DESCRIPTION: This five-hundred page sourcebook is intended for use by anyone who is committed to the study or development of leadership.

Included are an annotated biography of seven-hundred entries, an index, and a table of contents.

The book describes information available on courses and programs, bibliography, films and videos, collectibles, essays and articles, resource persons, and organizations.

MATERIALS:

_x_ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

_____ Simulation/Role playing	_____ Lecture
_____ Group discussion	_____ Self-assessment
_____ Game	_____ Case study
_____ Other (Specify)	

TITLE: The Educational Administrator Effectiveness Profile

SOURCE: Association for Supervision and Curriculum Development
1250 North Pitt Street
Alexandria, VA 22314-1403
(703) 549-9110

PUBLICATION DATE: 1988

COST:
Purchase: $65.00
Rental: N/A

DESCRIPTION: The Educational Administrator Effectiveness Profile is a diagnostic instrument designed for building and central office administrators.

This resource has a self-assessment form and five forms to be completed by coworkers.

ASCD analyzes the completed assessment forms and provides item-by-item feedback.

The administrator's skills profile identifies both strengths and areas that need improvement.

MATERIALS:

_x_ Printed text	____ Film
_x_ Discussion notes	____ Video
____ Game	____ Audio

TECHNIQUES:

____ Simulation/Role playing	____ Lecture
____ Group discussion	_x_ Self-assessment
____ Game	____ Case study
____ Other (Specify)	

TITLE: Time Analysis: Managing Brevity, Variety and Fragmentation

SOURCE:
Center for Educational Policy and Management
Division of Educational Policy and Management
College of Education
University of Oregon
Eugene, OR 97403
(503) 346-5173

PUBLICATION DATE: 1983

COST:
Purchase: $6.09
Rental: N/A

DESCRIPTION: This workshop presenter's guide is designed to aid school administrators develop time management strategies and to use them successfully.

It can be used on a noncredit workshop or self-instruction basis.

The guide contains a script that clarifies the terms "time" and "management" and discusses various types of time management.

The resource includes a bibliography of suggested readings, handouts, masters of seventeen transparencies, and a nine-page supplement.

MATERIALS:

_x_ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

_x_ Simulation/Role playing	_x_ Lecture
_x_ Group discussion	_x_ Self-assessment
_____ Game	_____ Case study
_____ Other (Specify)	

TITLE: Games Trainers Play

SOURCE: McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020
1-800-2-MCGRAW

PUBLICATION DATE: 1987

COST: Purchase: $21.75
Rental: N/A

DESCRIPTION: The book focuses on more than one-hundred games professional trainers and educators can and do play.

The games can be exercises, illustrations, activities, or incidents used to stimulate learning.

Games are usually brief and range from one-minute visual illustrations to thirty-minute group discussions, exercises, and verbal vignettes.

The book deals with topics ranging from ice-breakers and listening techniques to problem-solving and motivating skills.

MATERIALS:

_x_ Printed text	_____ Film
_____ Discussion notes	_____ Video
_x_ Game	_____ Audio

TECHNIQUES:

_x_ Simulation/Role playing	_____ Lecture
_x_ Group discussion	_x_ Self-assessment
_x_ Game	_____ Case study
_____ Other (Specify)	

TITLE: Critical Incidents in Management: Decision and Policy Issues

SOURCE: Richard D. Irwin, Inc.
1818 Ridge Road
Homewood, IL 60430
(708) 798-6000

PUBLICATION DATE: 1989

COST: Purchase: $19.15
Rental: N/A

DESCRIPTION: This book focuses on the consideration a manager must give to policy implications associated with decision making.

This resource uses incidents written by outstanding educators from universities throughout the country.

A series of managerial incidents that are behavioral or human resource oriented is presented, each involving some management principle, issue, or practice.

This book can be used as a basic text or as a supplement to a standard textbook. Content may need to be modified for use in education classes.

MATERIALS:

_x_ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

_x_ Simulation/Role playing	_____ Lecture
_x_ Group discussion	_x_ Self-assessment
_____ Game	_____ Case study
_____ Other (Specify)	

TITLE: Assessing Leadership and Managerial Behavior

SOURCE: Northwest Regional Educational Laboratory
101 Southwest Main Street, Suite 500
Portland, OR 97204-3297
(503) 275-9500

PUBLICATION DATE: 1990

COST:
Purchase: $9.75
Rental: N/A

DESCRIPTION: This guide is intended for use by practitioners.

The resource provides summaries and analyses of various measures that relate to leadership and administrative skills, behaviors, styles, and characteristics.

Included in this guide is a brief discussion of the issues in assessing leadership, reviews of assessment tools, and discussion of the importance of looking at school leadership.

MATERIALS:

_x_ Printed text	_____ Film
_____ Discussion notes	_____ Video
_____ Game	_____ Audio

TECHNIQUES:

_____ Simulation/Role playing	_x_ Lecture
_x_ Group discussion	_x_ Self-assessment
_____ Game	_____ Case study
_____ Other (Specify)	

TITLE: 1989 The Trainer's Resource: A Comprehensive Guide to Packaged Training Programs

SOURCE:
Human Resource Development Press, Inc.
22 Amherst Road
Amherst, MA 01002
(413) 253-3488
1-800-822-2801

PUBLICATION DATE: 1989

COST:
Purchase: $59.95
Rental: N/A

DESCRIPTION: The Trainer's Resource is divided into twenty sections based on broad subject categories (e.g., communication skills, sales training, management development).

This resource provides information about packaged programs available for use in human resource development.

Packaged programs generally contain various learning aids such as slides, videotapes, films, exercises, instruments, and other materials.

MATERIALS:

__x__Printed text	_____Film
_____Discussion notes	_____Video
_____Game	_____Audio

TECHNIQUES:

_____Simulation/Role playing	_____Lecture
_____Group discussion	_____Self-assessment
_____Game	_____Case study
_____Other (Specify)	

TITLE: Bafa Bafa: A Cross Culture Simulation

SOURCE:
Simile II
P.O. Box 910
Del Mar, CA 92014
(619) 755-0272

PUBLICATION DATE: 1977

COST:
Purchase: $90.00
Rental: N/A

DESCRIPTION: This resource is a cross culture simulation which combines creativity, cognitive skills, and group discussion techniques.

There are two cultures in the simulation: Alpha and Beta. The simulation uses two classrooms—one for each group.

Completion time is two class periods.

This resource can be used by instructors and trainers to help students understand how stereotypes of other cultures, departments, companies, or occupations are formed and perpetuated.

The resource includes an instructor manual, Beta culture guide, Alpha and Beta cassette tape, Alpha and Beta badges, an assortment of cards, and a bag of colored chips.

MATERIALS:

_x_ Printed text	_____ Film
_____ Discussion notes	_____ Video
_x_ Game	_x_ Audio

TECHNIQUES:

_x_ Simulation/Role playing	_____ Lecture
_x_ Group discussion	_____ Self-assessment
_____ Game	_____ Case study
_____ Other (Specify)	

TITLE: What Followers Expect from Leaders: How to Meet People's Expectations and Build Credibility

SOURCE: Jossey-Bass Publishers
350 Sansome Street
San Francisco, CA 94104
(415) 443-1767

PUBLICATION DATE: 1988

COST: Purchase: $19.95
Rental: N/A

DESCRIPTION: This audio package has two cassette tapes with each side presenting a different leadership topic.

The audio programs help the listener discover how effective leaders are able to understand the wants and needs of followers and build upon this understanding.

This resource assists the listener in learning practical strategies for developing the credibility that is critical to effective leadership.

MATERIALS:

_____Printed text	_____Film
_____Discussion notes	_____Video
_____Game	__x__Audio

TECHNIQUES:

_____Simulation/Role playing	__x__Lecture
_____Group discussion	__x__Self-assessment
_____Game	_____Case study
_____Other (Specify)	

APPENDIX D

ASSESSMENT FORM: RESOURCES FOR VOCATIONAL EDUCATION LEADERSHIP DEVELOPMENT

1. **Title:**
_____
_____

2. **Author(s):**
_____

3. **Source:** (Organization name, address, and phone number)
_____
_____
_____
_____

4. **Publication date:** 19_____

5. **Cost:** Purchase $_____ Rental $_____

6. **Format:** (Check all that apply)

_____ Print material _____ Video _____ Film
_____ Transparencies _____ Game _____ Simulation
_____ Other (Specify): _____

7. **Description:** (i.e., content, purpose, time required)
_____
_____
_____
_____
_____
_____

minutes _____ hours _____ days _____ not applicable _____

8. **Potential clientele:** (Who could benefit from this leadership development resource? Check all that apply.)

_____Experienced leaders _____Aspiring leaders
_____Novice leaders _____Other (specify)

Developed by the Virginia Tech site, National Center for Research in Vocational Education, University of California at Berkeley, 1992. This form may be duplicated provided that recognition is given to the developer.

9. **Leader attributes*:**

		Emphasized	Discussed	Discussed briefly or not at all
1.	Energetic with stamina	____	____	____
2.	Insightful	____	____	____
3.	Adaptable, open to change	____	____	____
4.	Visionary	____	____	____
5.	Tolerant of ambiguity and complexity	____	____	____
6.	Achievement-oriented	____	____	____
7.	Accountable	____	____	____
8.	Assertive, initiating	____	____	____
9.	Confident, accepting of self	____	____	____
10.	Willing to accept responsibility	____	____	____
11.	Persistent	____	____	____
12.	Enthusiastic, optimistic	____	____	____
13.	Tolerant of frustration	____	____	____
14.	Dependable, reliable	____	____	____
15.	Courageous risk taker	____	____	____
16.	Emotionally balanced	____	____	____
17.	Committed to the common good	____	____	____
18.	Personal integrity	____	____	____
19.	Intelligent with practical judgement	____	____	____
20.	Ethical	____	____	____
21.	Communication	____	____	____
22.	Sensitivity, respect	____	____	____
23.	Motivating others	____	____	____
24.	Networking	____	____	____
25.	Planning	____	____	____
26.	Delegating	____	____	____
27.	Organizing	____	____	____
28.	Team building	____	____	____
29.	Coaching	____	____	____
30.	Conflict management	____	____	____
31.	Time management	____	____	____
32.	Stress management	____	____	____
33.	Appropriate use of leadership styles	____	____	____
34.	Ideological beliefs appropriate to the group	____	____	____
35.	Decision-making	____	____	____
36.	Problem-solving	____	____	____
37.	Information gathering and managing	____	____	____

* From: Moss, J., & Liang, T. (1990). *Leadership, leadership development, and the National Center for Research in Vocational Education.* Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

10. **Instructional settings:** (In what instructional settings might this resource be used? Check all that apply.)

_____ Credit course
_____ Degree program
_____ Self-instruction
_____ Other (specify)
_____ Non-credit workshop

11. **Instructional techniques:** (What techniques does the resource employ? Check all that apply.)

_____ Simulation
_____ Lecture
_____ Mentoring
_____ Role playing
_____ Group discussion
_____ Internship
_____ Shadowing
_____ Self-assessment
_____ Other

12. **People requirements:** (What people configurations must be available to use the resource in leadership development? Check all that apply.)

_____ Small group(s) (one to fifteen)
_____ School personnel
_____ Large group(s) (over fifteen)
_____ Other
_____ Skilled teacher/discussion leader

13. **Media requirements:** (What media must be on hand to use the resource in leadership development? Check all that apply.)

_____ Self-instruction labs
_____ Overhead projector
_____ VCR/T.V. monitor(s)
_____ Audio equipment
_____ Other (specify)
_____ Other
_____ Film projector

14. **Phases of content focus:** (On which phases of leadership development does the resource focus? Check all that apply.)

_____ Foundation (development of knowledge and comprehension)
_____ Bridging (practice and application in safe settings)
_____ Practicum (preservice field experiences in actual educational settings)
_____ Practice (inservice growth while employed on the job)

15. **Research base for resource:** (To what extent is evidence provided that research serves as a foundation for resource content and delivery? Check one.)

_____ Specific statements about supporting research are included in the resource or in the guide to its use
_____ General comments about supporting research are included in the resource
_____ None

16. **Application to vocational education leadership development:** (To what extent can the resource be used specifically in vocational education leadership development settings? Check one.)

_____ Can be used without modification
_____ Needs minor adaptation (e.g., revision to settings, context)
_____ Needs major adaptation (e.g., significant revision)

17. **Perceived cost-effectiveness:** (Based on the resource cost, what is its perceived value to leadership development as compared with other resources? Check one.)

_____ Very cost-effective
_____ Somewhat cost-effective
_____ Cost-effective
_____ Not cost-effective

18. **State below one or more significant strengths of the resource** (if applicable).

_____
_____
_____
_____
_____
_____

19. **State below one or more significant limitations of the resource** (if applicable).

_____
_____
_____
_____
_____
_____

20. **Other comments.**

_____
_____
_____
_____
_____
_____

Assessor_____ **Date**_____